earnest desire to reach the rich and fruitful regions into which it leads.

When we find pupils disgusted with their books by the dry and humdrum methods to which they have, not unfrequently, been subjected, we must whet their appetites for that knowledge we would have them acquire, by free and spicy conversations touching the subjects they are set to study. We have but to return, as far as practicable, to the Acadanic and Peripatetic methods of the classic Greeks, which methods were both natural and philosophical. With exhibitions of but little gold by the Indians, the early adventurers to America were allured into the deep interior wilds of the country, through the hope of discovering exhaustless deposits from which that little was supposed to have come. So we may, by skillful teaching, display before the minds of the young such genuine gems of science as shall rarely fail to inspire them with the resolution to delve eal nestly for more abundant supplies of that learning which has served to quicken their intellects and fire their ambition.

ambition.

The sphere of laudable enterprise and ambition for women has, heretofore, been so contracted in our country, that it was a more difficult task to induce girls to make up their minds to undergo the protracted process of scholastic training necessary to the higher degrees of education than was the case in respect to boys. But the state of things, in that regard, has changed very considerably within the last acore of years. A variety of honorable and lucrative avocations are now opened to our women, which were forerly closed against them. And still other vocations, requiring a more varied other vocations, requiring a more varied and higher order of education, will doubtless be thrown freely open to women in a few years' time. We may well fear the demoralizing tendencies of such grave changes as are impending in the social customs and sentiments respecting social customs and sentiments respecting the women of our land. But it is evidently coming about to greater or less extent, and we may prepare for the worst; since the natural proclivity of all democratical societies has ever been to extremes. When the masses of a people

democratical societies has ever been to extremes. When the masses of a people throw themselves in any direction, they are apt to go with a conjoined dynamic force and specific gravity equal to their numerical dead-weight.

And now the best defence and most effectual safeguard for the purity, delicacy and refinement of the daughters of our country against the dangers incident to the trying ordeal to which we have alluded, is unquestionably their higher education. Such an education as would simply qualify a woman to carry herself smartly in politics, or the practice of any tree and their presents in them by the strenuous and persistent efforts and attrict discipline to which they may be obtained from books, because their domestic life and the proprieties of their nature cut them off from various sources of valuable information which men enjoy through their freer personal intercourse with the world. Comparatively few men have direct practical use, in their business occupations, for that higher book-learning of which we have spoken; but all who have it know that it gives them a lofty vantage. temptations which environ such avoca-tions. Both her mind and heart must be educated to such an excellent degree that she would not be the self-conceited slave, but the royal mistress, of the situation. A woman in such positions of temptation must be a true and highly enlightened

A BBIEF PLEA FOR HIGHER FEMALE EDUCATION.

By Lewis M. Ayer, Frincipal of the Anderson Femal, Seminary.

Few themes have been more discussed than that of Education; and yet the subject is by no means exhausted.

Gratifying progress has unquestionably been made in the art of educating the young; but no experienced and worthy toacher will pretend to having attained all possible perfection in that most necessary and noble art. Text-books on almost all subjects have, of late years, been greatly amultiplied in number, and, in the mail, vastly improved in character; still there is large room for further improvement in that particular. Whatever may be the present or future excellence of text-books, however, they can never supercede the necessity for oral exposition and familiar discourse on the part of the teacher. And it is chiefly in respect to the faculty of illustrating the text by captivating oral remarks—improvising his own tachydidaxy as occasion may require—that one teacher excels another in the didactic art.

The desire to know is an instinct of the human mind; we may therefore readily instruct the mind that we succeed in interesting in useful knowledge. Our task is simply to render the useful pleasing to the young. And although it may be true that there is "no royal road to learning," as Euclid said to Ptcjemy Soter, the old road has been so graded with the various and glowing geme of science, and hedged throughout its course with the radiant flowers of literature, that it may now who becomes inspired withe armost desire to reach the rich and fruitful regions into which it leads.

When we find pupils disgusted with their books by the dry and humdram methods to which they have, not unfailed and degree of education to a failure and the provision of the provi

restrain us from presumptious and hurtfal conclusions.

"It wad frae monie a blunder free us And foolish notion."

Now the kind and degree of education for which we plead has rarely been imparted to women in this or any other country. Young romen are not kept at our colleges long enough after their minds are sufficiently matured and properly trained to pursue a thorough course of moral and intellectual philosophy and the higher mathematics—the very branches of science peculiarly adapted to train and develop the human mind to its utmost capacity. Our girls usually get but little more than a peep at these great sciences in our "Female Colleges," and take their diploma and their departure with some smattering of Latin, French, polite literature, and more or less—(usually the "less")—proficiency in music, painting and drawing. No wounder that many of them soon come to be regarded with pity or even contempt by the husbands they marry. They have only learned enough to make them conceited, and to unfit them for their natural place in the family, and for the real business of that life which they essay to lead.

But some one may exclaim: "What

But some one may exclaim: "What use have girls or women for a knowledge of moral and intellectual philosophy and the higher mathematics and natural sciences?" We reply that the kind of "use" to which such an interrogator obviously has reference is accomplished in a knowledge of spelling, reading and ciphering. And these are truly the keys of literary knowledge. But the great use of going h-yond these rudiments in a system of liberal education is, to train and develop our mental faculties, to unshackle and liberalize the mind in its entirety, and to enable us to think wisely,

in them by the strenuous and persistent efforts and strict discipline to which they were subjected in acquiring the knowledge. For knowledge achieved by self-imposed, pains taking, protracted efforts carries along with itself an unfailing reward in enhanced intellectual power. It gives both strength and plizncy to all the mantal faculties. It is no anyway whetgives both strength and plizacy to all the mental faculties. It is no answer whatever to this assertion to say that many individuals, without such discipline and learning, have displayed splendid powers of mind. All that can be fitly and truthfully said relative to the point is, that without such educational advantage the weaker who have had them would, unconstitutionally in the have here at it.

woman was made to be neither the slave on the week and contemptible toy of so is almost sure to distract the companion contemptible toy of so is almost sure to distract the companion, and his social equal. And she can obviously, never worthly fulfall that n since which her Haker has 38 and the collection to their text-books. But very many fond parents purposely that n since which her has 38 and the collection to their text-books. But very many fond parents purposely that n since which her has 38 and the collection to their text-books. But very many fond parents purposely that n since which her has 38 and the collection to their text-books. But very many fond parents purposely that no signed her without well-developed mental and moral faculties. She needs to be at least as well educated as her humband hefors her can fully anderstand how she is to be his social equal at the same time that he is required by their Creator to recognize hef husband as the olitical fread of the family, and, in that respect, to recognize hef husband as the olitical fread of the family while the same time that the same time of the family while the same time of the family while the same time that the same time that an extension of the still is necessary to rear up, a signed are represented by their or same time that the same time

Genuine politeness and the most winning grace in manners must always spring out of an upright, medest and susceptible heart. The politeness of the wholehearted may be, and often is, skillfully aped by the heartless; but sooner or later the jackdaw is plucked of his peacock's feathers and covered with shame. Let the true and noble-hearted woman or man of proper self-respect, and with superior literary education, (which generally frees one from the embarrasement of egotistical and contemptible vanity) be introduced into fashionable society for the first time in their life, and they will very soon feel themselves at perfect ease, and act their part with due gracefulness. Every one is at his ease in the company of his recognized inferiors. Superior education is the only legitimate aristocratic element of society in this country, and its true and rightful nobility will always be recognized and highly resected in all civilized communities. hen labor, ye parents, not to heard riches for your children, for that, at best, can impart but a vulgar power; but strive rather to give to them the more excellent riches of high moral and intellectual culture. The woman who loves not books has no moral right to raise a child. A few remarks, in the next place, by your leave, in regard to 'the open-air, active, physical exercise of girls. Observing and thoughtful persons everywhere have come to recognize the fact that this is essential to their health and happiness. How can it be doubted that girls absolutely need such physical exercise just as much as boys need it. The medical faculty throughout Christeadom are emphasizing the opinion that most school-girls suffer much in health and spirits, and many contract fatal elekaess from the want of more active open-air

spirits, and many contract fatal sickness from the want of more active open-air

The state of the s

ering cliff "where Fame's proud ter ple shines afar."

And now, if this view be correct, and not a few years of observation and thought have convinced me that it is, then no one should complain that their child is put forward in a new book, or a different study, before they shall have fully mastered the one with which they had oeen engaged. Considerable variety of studies, and a timely advance from one study to another, and quite a different sort of one, greatly assists the teacher in keeping alive and active the attention and the interest of the learner. And without that no progress can be made in the substantial matter of education. The human mind is not a passive, inert, or empty thing into which knowledge can be ir ested: it needs to be excited to self-exertion before it can gain increase of power, or add an iota to its store of information. Indeed, knowledge itself is not to be regarded as simply a reception and reflection of mental impression, but rather an "actus immanens," as said Dun Scotus, the best thinker of the middle ages.

Let us direct our special efforts than

Chinese in confining the feet of their female infants to keep them unnaturally small; but our false notions of propriety confine, dwarf, distort and blight the entire body of many thousands of car girls. Science, philanthrophy, and religion are now combining their influences to revolutionize this lamentable state of things, and to direct the efforts of all towards the more enlightened, humana, and wise policy of securing for our girls sound minds in sound bodies—the very greatest of earthly blessings. We earnestly bespeak from the generous patrons of the ANDERSON FEMALE SEMINARY, their hearty co-operation in this behalf. Let our young people prolong as much asposible the joy of childhood. Too soon will "the sear and yellow" leaf-time inevitably come to them all.

And now there is one other point of the matter in hand, on which I beg leave to submit a few observations before I close. If there is any one point in regard to scholastic education, on which there is unanimity of opinion among educators of the present day, it is that the school and college courses combined of not, and cannot impart complete education to any one. The best students, finishing their collegiste training, are

THE HARD SCHOOL.

In the autumn of 1862, I received a visit from one of the Superintending School Committee of the cown of G—, in the State of New Hampshire. He introduced himself as Mr. Brown, and at once proceeded to business. He wished to employ a teacher for one of the schools in his town. He ran his eyes over my frame, and I saw the result was satisfactory, for he immediately expressed a desire to secure my services. I asked him what sort of a school it was.

"Wal," he said, with a peculiar nasal twang and pronunciation not set down by any of our lexicographers, "It's a pooty hard school, row I sell ye. But you've got the bone an' muscle, an' I reckon as haow yeou might dew it."

He again run his eyes over my large sinewy frame, and rubbed his hands with evident satisfaction.

"Have the scholars been in the habit

ovident satisfaction.

"Have the scholars been in the habit of gaining control of the school?" I asked.

"Lord bless ye, yes. Why, no master can stand it a week. Ye see, 'Square, thar's some all-fired stout boys in that ere school—ye see they work in awamps, an' they're kind o' rough in their ways. We hearn tell o' yeou, an' I was sent to see ye. And I was privileged to offer ye forty dollars a month, ef ye'd only keep it. That's more'n twice as much as we ever paid aforo."

"How large is the school?" I asked.

"Wal—thar's nigh unto sixty scholars, all told, when they come—some boys an' some gals."

My host's name was Elias Bonney. He was a well-to-do farmer about forty-five years of age, a firm, intelligent man, and one of the selectmen of the town, He had five children, that were to attend school—the oldest being a girl of nineteen, named Lynds, and the youngest a boy of seven.

Mr. Brown remained to dinner, and then took his leave; and as soon as I was alone with Mr. Bonney, I began to enquire particularly about the school. My host shook his head with a dubious expression.

Stephen Oliver was not so tall as Put-ney, though some said he was stronger. But he was a better man. His face was more intelligent, and he seemed to have

some pride.

As soon as all was still I made a few remarks; I op: d my desk and drew forth the ponder. a ferule and raw-hide.

"Do there belong to any one of the school?" I asked holding them up.

No one answered. I then asked Lydia Bonney if she knew to whom they belonged. She said she believed their last teacher brought them. I then atepped down and put them into the stove.

storm. There was not able to the scholars of the cholar of

ing that I was compromising him in advirce of his will. However, I appeared not to notice him.

"Very well," said I, with a graceful smile, "I thank you for your assurance. And now I am going to place the government of the school at your disposal. You are all voters, and I wish you to exercise the privilege. Shall we have, during the coming three months, an orderly, model school? All in favor of that will hold up their right hands."

The girls commenced first. "Come," I urged, "I want you all to vote one "ay or the other. I shall think all whe do not vote on this side mean to vote on the other. All up? By this time every right hand was up as we Putney's and Oliver's. The latter had got his hand half ap, when I saw Putney catch it by the elbow and pull it back.

"Down," I said. "Now, are there any of the opposite mind?"

John Putney hesitated, but I saw that he was anxious to raise his hand.

"If there are any whe do not wish an orderly school, I should be pleased to know it," I resumed, "for I am dortermined not to have scholars who need to be forced into obedience. I am not fond of punishing."

Putney's hand came up with a nervous jork, and I saw him try to push Oliver's up; but I had caught the latter's eye, and he gave up to the influence of an imploring glance.

"What is your name?" I asked.

who held sway over all around. When I first came to him in my sweeping glance I caught his eye. He tried hard to keep up his gaze, but in a very few seconds his lids trembled and his eyes sank. I knew I could conquer him in

of my efforts. The committee were forced to report "the school kept in the district known as Rawbone Hollow," to be the "best in town." So much for the "Hard School."

Bonney said he should think 'twould be dangerous for the scholars to make the attempt. "But," he added, with another dubious shake of the bead, "the boys are not only stout and hearty, but you must remember there's a number of them. Once get 'cm started, and they don't fear anything. They've had some portry stout matters to deal with."

"But how many are there in the school," I asked, "who are really bad, who are really bad, who are really be go ahead in any evil pranks?"

Bonney pondered a few moments and then replied:

"Bonney pondered a few moments and then replied:

"But you can leave," I said.

"Spoain' I'd ruther stay here?" I reaumed in a tone and with a look that made in a tone and with a look that made in a tone and with a look that made in sightly in the good of the school, alone, you must leave. I can wait but a moment longer.

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I never had a better school. I had at times found it necessary to punish chilidren, but I knew that that school had had altogether to much of it, and I resolved at the outset not to strike a blow, save in self-defence, and to turn from the school every child that would not obey. Oliver was of great assistance to me. When I wished to leave the room for a short time, I felt perfectly confident of good order in leaving him in charge. He spent many evenings with me, and they were profitable to both.

I had kept the school three weeks. On the Sabbath evening following the third Saturday, as I sat with Mr. Bonney and family, some one knocked at the door. One of the children answered the summons, and returned, followed by John Putney. He said he wanted to speak to me. I led the way to my room, where we found a good fire was burning.

I bade the young man good evening, and told him he had taken a stormy season for a walk.

"Yes, sir," he returned, in a half choking fone, "it does storm hard, very hard. But sir, I don't mind that—I'm used to it. I wanted to see you sir, I—I—"

He storped and gazed upon the floor. "Don't be afraid to speak plainty.

Some of the hints of our contemporary, the Keo-wee Courier, writes in extension of the views of a correspondent the following well tempered article, and in manifest good par, with reference to the distribution of the offee of the State. It will be seen our contemporary puts the case very forcibly and very extarely, and in a frank, manly way, which is obody can fail to recognize as an expression that should be heeded. Now, willst we sincerely deprecate the almost universal lust for office as very harmful to society, it is plain the Piedmont belt of the State want to feel a little of that harm as well as other parks of the State want to feel a little of the State want to feel a little of the State to take more than their share of the harmful influence of holding of the state, I willing to take a little of the risk of being hurt, and they want to see, doubtless, how it does feel

Some of the hints of our contemporary hit officials who are much to our liking, and men who, we think, are very acceptable to the people at large; yet fair play is a jewel, and we must say right here, and mean to say it as plain as language can express it: That the Piedment belt, out of which political redemption came, has received no sort of political consideration commensurate with its splendid political record in the second '76, and its splendid conduct in every political omergency that has arisen in the State. Look on our date administration from beginning to end, and see what positions such Counties at Greenville, Spartanburg, Anderson, Pickens, Ocones and York occupy. Here is the very backbone of the State in our day. The truth is we want a new deal and we want a square one, in which so important, intelligent, progressive, and in every way worthy a portion of the State shall not be "kept out in the cold." We recognize it right here as a conclusive political fact that the State will have to fare, and we face it now and mean to stick by it.

Here follows the plain talk of our constemporary to which we give heed:

"We agree to some extent with the views of 'W. P. C.' in the distribution of offices in this State. Our County and some other Count es have not heretofore been counted as entitled to any consideration. We are never overlooked when voting is to be done or taxes paid, but when the honers and emoluments of the government are disposed of we are 'small potatoes.' We admit that offices are not created for the benefit of any individual or section, but they are necessities to the good of the whole people in the proper administration of government. Fitness and competency are requisites above individual or local claims, but when these are admitted to exist in all parts of the country, then why should not sections be favored in order? Why should Laurens have the Lieutenant Governor two terms, a Chief Justice and in its Circuits a Solicitor, and Abbeville hold all the Etate, Congressional and Judicial position section-giffs autise much in the war of more earlies open-air can be it ceted : it needs to be varied to self-certain before it can gain in the section of the war of more earlies open-air can be it ceted : it needs to be varied to self-certain before it can gain in the self-ceted it in needs to be varied to self-certain before it can gain in the self-ceted it in needs to be varied as the self-ceted it in needs to be varied as the self-ceted in the self-ceted it in needs to be varied as the self-ceted in the self-ceted it in needs to be varied as the self-ceted in the self-ceted it in needs to be varied as the self-ceted in the self-ce

thoroughly soaked with whiskey got into the gutter. After floundering about for a few minutes, one of them said: "Jim, let's go to another house; this hotel leaks."

I have a sum of them said: "Jim, who having a year-sigted house, inventigation of the said o